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ABSTRACT

Injustices in language policy and practice in education are examined, focusing on three groups that appear to be most affected by unfair language policies in education; women and girls; minority social groups; and minority cultural groups, distinguished from minority social groups in that the former usually possess or identify with a language that is not the majority language of the society and which reflects a very different culture. The first two chapters look at the interplay between language policy and power, and language policy and social justice, both individual and collective. Chapter 3 discusses language policy and minority culture, including issues of identity, cultural values and discourse norms within majority culture schooling, and the importance of school interactions, classroom environment, and teacher practices. Chapter 4 discusses bilingual education and related issues of policy, curriculum, assessment, and decision-making. The fifth chapter looks at language varieties and styles, both standard and non-standard, in minority social groups. In chapter 6, these aspects of gender are addressed: research on the discourse of men and women and of girls and boys, and the link between language and gender injustice in schools. The final chapter suggests how unwanted language policies in education can be replaced with desirable ones. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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